

St. Cloud State University

## theRepository at St. Cloud State

---

Summer

Course Catalogs

---

1928

### Summer Course Catalog [1928]

St. Cloud State University

Follow this and additional works at: <https://repository.stcloudstate.edu/sumcat>

---

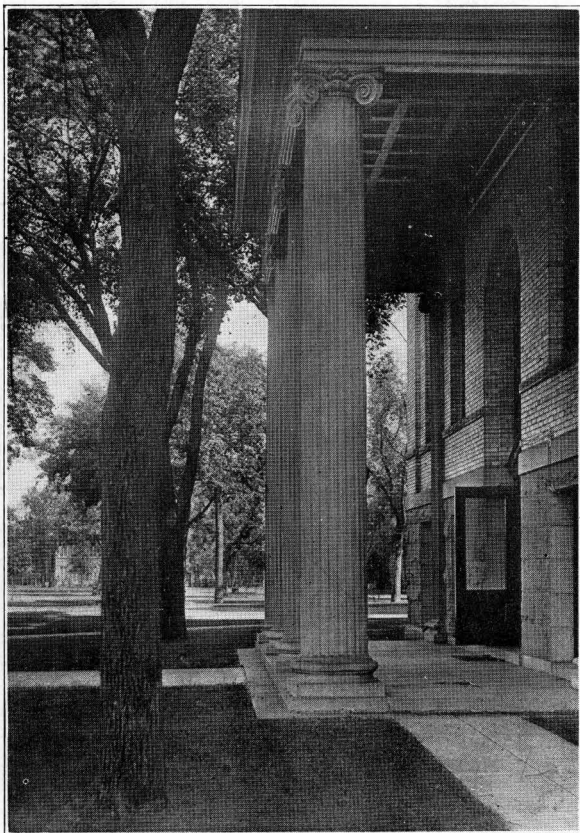
#### Recommended Citation

St. Cloud State University, "Summer Course Catalog [1928]" (1928). *Summer*. 9.  
<https://repository.stcloudstate.edu/sumcat/9>

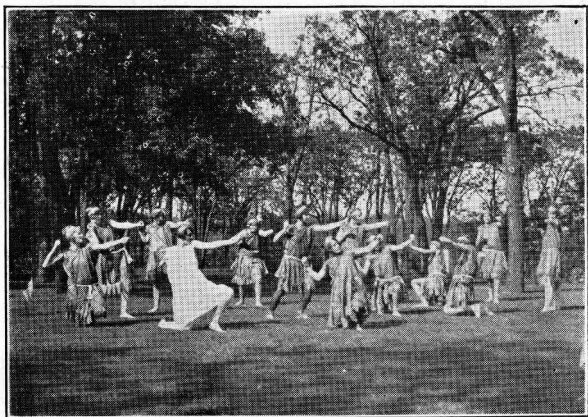
This Book is brought to you for free and open access by the Course Catalogs at theRepository at St. Cloud State. It has been accepted for inclusion in Summer by an authorized administrator of theRepository at St. Cloud State. For more information, please contact [tdsteman@stcloudstate.edu](mailto:tdsteman@stcloudstate.edu).

# State Teachers College

St. Cloud, Minnesota



Summer Session  
June 18 to July 27, 1928



## THE TEACHER'S CREED

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, the efficiency of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book, in lessons taught, not so much by precept as by example, ability to do work with the hands as well as to think with the head, in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in daily life, and out-of-door. I believe in laughter, in love, in faith, in all ideals and hopes that lure us on. I believe that every hour of every day we receive a just reward for all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living.

EDWIN OSGOOD GROVER

## SUMMER SESSION

### STATE TEACHERS COLLEGE

#### ST. CLOUD, MINNESOTA

June 18 to July 27, 1928

The number of teachers who devote a part of the summer to the extension of scholarship and to the acquisition of greater professional training is increasing. Summer sessions at Teachers Colleges offer splendid opportunities for renewed inspiration, for new viewpoints in educational theory, and for additional skill in classroom technique and practice. Teachers who wish to progress in the profession of teaching must keep abreast of the new developments in education and must meet the higher standards demanded by the public. The following statement is found in a recent bulletin of the Federal Bureau of Education:

"Within recent years the educational qualifications of teachers have advanced at a remarkable pace. Laymen are joining with educators in appreciating the need for an increase in the prospective teachers' scholastic preparation and for an understanding of the scientific principles underlying classroom management and the art of teaching."

The large enrollments at the St. Cloud State Teachers College during the regular college year and during the summer session is eloquent evidence of the value which teachers in service as well as prospective teachers place upon the training received in this institution. St. Cloud, a city of approximately 25,000, the fourth city in size in Minnesota, is well located to serve teachers. Two trans-continental lines, the Great Northern and the Northern Pacific, pass through the city. A line from Duluth to the southwestern part of the state makes St. Cloud easily and quickly accessible to scores of cities and towns. An ever-expanding bus system, operating over splendid state highways, also furnishes convenient transportation facilities. Several of the most attractive lakes of Central Minnesota are within a few miles of St. Cloud. The State Teachers College is beautifully located on the high banks of the majestic Mississippi.

#### **What Does St. Cloud Teachers College Offer?**

The courses offered during the summer session present a diversified program of work. They are planned to meet the needs of four groups:

1. Graduates of the two-year curricular who wish to begin or continue work in third and fourth year courses of the **Four-year Curriculum**.

2. Those who wish to begin or continue work in the **Two-year Curriculum**. Recent graduates of high schools

and of teacher-training departments in high schools often reduce the time necessary for graduation by attending during summers. Credits earned during the summer session may be applied toward the diploma and the degree.

3. Those who wish to earn credits in professional courses to be applied toward the granting or renewal of **Common School Certificates**. Special emphasis is placed upon certificate courses during the summer session.

4. Those who wish to prepare for professional advancement by improving their general scholarship and increasing their skill and knowledge in teaching and supervision.

### **Four-year Curriculum**

During recent summers there has been a persistent request for additional advanced work. This is in response to the growing demand for teachers with increased training for positions in junior high schools, high school teacher-training departments, as supervisors of elementary school subjects, as principals of elementary schools, as superintendents of high school departments, and as teachers of special subjects such as Fine Arts, Industrial Arts, Music, and Physical Education both in elementary and high schools.

Credits earned in the advanced courses are accepted toward the degree at the Teachers Colleges and at the University of Minnesota in so far as the content of the courses is the equivalent of that offered in courses in the particular curriculum which the student enters there.

The State Department of Education will accept the diploma of the Four-year Curriculum as a qualification for any position enumerated above except that for the superintendency of a high school department for which the holder must be specifically recommended by the State Teachers College as competent for such a position.

### **Two-year Curriculum**

Practically all of the courses of the regular year are offered at the summer session. Students who qualify for admission can begin their study as advantageously in June as at any other time. Work in the following differentiated curricula is offered:

Kindergarten—Primary Curriculum

Intermediate Grade Curriculum

Upper-grade and Junior High-School Curriculum

Graduates of high schools who complete a two-year curriculum at St. Cloud are given two years of credit in the College of Education at the University of Minnesota and may graduate from that college in two years.

### **One-year Certificate Curriculum**

Students who qualify for admission may begin or continue their work for the first grade common school certi-

cate. Twelve subject units, or forty-eight quarter credits of work, including rural school methods and management with four weeks of supervised observation and teaching in an ungraded school, are required for the completion of the course. The other subjects are:

- American History
- Arithmetic
- Composition
- Geography
- Grammar
- Hygiene and Sanitation
- Industrial Arts
- Penmanship
- Principles of Education
- Psychology
- Reading and Speech

### **Professional Training for the Issuance and Renewal of Teachers' Certificates**

Courses needed to meet the requirements of the State Department of Education in relation to the issuance or renewal of certificates will be offered. These requirements provide (1) That applicants for the first grade certificate to be issued upon examination shall complete eighteen weeks of professional training, with six subject units, or twenty-four quarter hours of credit. (2) The second and subsequent renewals of first grade certificates require six weeks of work in a State Teachers College with two subject units, or eight quarter hours of credit.

The renewal of the second grade certificate requires an attendance of six weeks in a State Teachers College with two subject units or eight quarter hours of credit.

It should be understood that the foregoing statements refer only to the requirement of professional training that can be met in a teachers college.

### **Credits and State Teachers Examinations**

A subject unit or four quarter hours of credit earned at a State Teachers College in any of the subjects required in the state teachers' examinations for first and second grade certificates will be accepted in lieu of examination in such subjects.

The second grade certificate requires credit or examination in the following subjects: Arithmetic, Civics, or American Government, Composition, Geography, Grammar, United States History, Penmanship, Physiology-Hygiene, Reading and Spelling.

The first-grade certificate requires credit or examination in the same subjects as the second grade but in addition Algebra, Geometry, Physics, and Physical Geography.

A subject unit or four subject units of credit earned in Junior High School Mathematics will be accepted in lieu of either Algebra or Geometry; Physiography or General Sci-

ence in place of Physical Geography; General Science in place of Physics.

### **Entrance Requirements**

Good health, good character, and general fitness for teaching are among the prerequisites for admission to the college.

Graduates of a two-year curriculum of a State Teachers College or its equivalent are admitted to the third year of the four-year curriculum.

Admission to a two-year curriculum or to the four-year curriculum is by certificate or by examination.

1. **BY CERTIFICATE.** Graduates of the following classes of schools may be admitted on the presentation of certificates of graduation, provided that at least eleven unit credits shall be in the usual academic subjects.
  - a. Minnesota state high schools.
  - b. Minnesota high-school departments maintaining full four-year courses approved by the State Department of Education.
  - c. Private schools accredited for admission by the University of Minnesota.
  - d. Schools, public or private, of another state which are accredited for admission by the State University of that state.
2. **BY EXAMINATION.** A person unable to qualify in any of the above mentioned ways, at the discretion of the president, may take entrance examinations at the college. These examinations shall include the subjects generally listed in a four-year high school curriculum. A passing mark obtained in a state board examination will be accepted in lieu of an entrance examination in that subject.

### **High-School Training Department Graduates**

The St. Cloud State Teachers College will grant students who graduate from teacher-training departments of Minnesota high schools one year of credit provided:

1. That such students shall have graduated from a teacher-training department which is maintained strictly on a graduate basis.
2. That students shall have had one year of successful rural teaching experience after completing the post-graduate work in the teacher-training department.

(No advanced credits will be allowed to graduates of teacher-training departments in high schools who have not taught successfully for one school year following graduation from the training department).

3. That the students shall successfully complete the work of at least two consecutive quarters in the St. Cloud State Teachers College.



Graduates who are entitled to a year of credit are required to earn credit in the teachers college in the following: English composition, literature, principles of education, psychology I and II, penmanship, reading and speech, teaching and two of the following four: arithmetic, geography, grammar, history.

### **Registration and Class Sessions**

Students may register between 8:30 A. M. and 5 P. M. Monday, June 18th. Students cannot enroll for credits after Tuesday, June 19th, unless admitted by special pre-arrangement with the President. Class work will begin Tuesday morning, June 19. Sessions will be held five days each week. **CREDITS WILL NOT BE GIVEN FOR LESS THAN THE FULL SESSION OF SIX WEEKS.**

### **Expenses**

There is no tuition charge to students who sign a declaration of intention to teach for two years in the public schools of Minnesota. Others pay tuition of five dollars for the summer session.

A fee of four dollars and fifty cents, known as the term fee, is paid by each student, and covers: (1) the use of textbooks required in class work, the use of the library, laboratories, gymnasium, and general equipment of the college: (2) admission to lectures, concerts, and other entertainments: (3) services of the college nurse.

**THE TERM FEE MUST BE PAID BEFORE ONE IS ENROLLED IN ANY CLASS.**

No refund of tuition or of term fee is made to a student who cancels registration after Wednesday, June 20.

**PAYMENTS OF ALL COLLEGE ACCOUNTS SHOULD BE MADE IN CASH DURING THE SUMMER SESSION. CHECKS WILL BE ACCEPTED AT THE BUSINESS OFFICE OF THE COLLEGE FOR COLLECTION ONLY.**

### **Board and Room**

**Dormitories.** About two hundred fifty young women are accommodated at Lawrence Hall and at Shoemaker Hall at the rate of \$6.00 a week for board and room. These dormitories are well equipped and beautifully located and provide excellent accommodations. **BILLS FOR BOARD AND ROOM ARE PAYABLE FOR THE ENTIRE SUMMER SESSION BEFORE WEDNESDAY NOON OF THE FIRST WEEK.**

A money order for \$5 should be sent with each application for a dormitory reservation. Make money orders payable to Gertrude Cambell. This amount is refunded to the depositor if she is in attendance during the entire summer session. No refund is made to those who leave before the close of the session.

## **Room and Board in Private Homes**

Room rent in private homes varies from \$10 to \$18 a month, two in a room, each paying half of this amount. Board costs from \$5 to \$5.50 a week in private homes.

A list of approved boarding and rooming places will be found at the offices of the Deans of the college. Students should not engage board and room at places not on the approved list. A faculty committee assists students to secure desirable boarding and rooming accommodations. Students should plan to arrive in St. Cloud during the day and should report immediately at the college.

**THE COLLEGE AUTHORITIES DO NOT THINK IT BEST FOR PARENTS TO GIVE THEIR DAUGHTERS PERMISSION TO BOARD AT RESTAURANTS OR HOTELS.**

**For Men.** The St. Cloud Teachers College enrolls an unusually large number of young men. Comfortable, well-equipped and inexpensive rooms may be secured in private homes. The cost of furnished rooms for young men varies from six to nine dollars per month per student.

## **Courses Offered**

A student may earn not more than two term units during the summer session in any teachers college of Minnesota. A "term unit" or quarter unit requires twelve weeks of study of a subject with single recitation periods daily or six weeks of study with double recitation periods, as in the summer session.

Each student is urged to select the subjects desired before enrolling, and to have alternate choices to suggest in case some classes are filled.

**American Government.** The purposes, organization, and fundamental principles of American government are emphasized. State and local governments are also studied and current problems of government are considered.

**American History.** In this course the student studies those forces and events which have been significant in the history of our country. The development of the United States as a world power is traced. Emphasis is placed upon the teaching of history in the grades.

**Arithmetic.** This course is differentiated. Those who expect to teach in primary or intermediate grades study the academic and professional aspects of the subject which will be of most value to them and those who expect to become departmental teachers study those parts of the subject that meet their needs. A special course is offered for those who wish to earn first-class certificates.

**Biology I.** In this course a general survey is made of the animal and plant kingdoms in such a manner that the student gets a comprehensive view. The teaching of nature study in the grades is also emphasized in this course.

**Biology II.** The purpose of this course is to acquaint the student with the fundamental laws and theories of life. The subjects of development, eugenics, embryology, and environment are emphasized. Students interested in sociology and psychology will find this course of special value.

**Coaching Methods.** This is a differentiated course in which emphasis is placed upon football, basket ball, field and track. The various athletic sports are taught from the viewpoint of coaches and young men are prepared both in theory and in practice to assume charge of athletic activities in schools.

**Composition.** The purpose of this course is to enable the student to use habitually clear and effective oral and written English. Emphasis is placed upon English standards and methods in elementary schools.

**Composition.** (Advanced). This is an advanced course for second and third year students who wish to specialize in this field.

**Drawing.** This course emphasizes the teaching of drawing in the grades. It includes a study of the relation of colors; free-hand drawing and coloring from nature and still life; perspective; applied design, stenciling, and interior decoration.

**Drawing.** (Elective). Special emphasis is placed upon the correlations of art with other school subjects. Appreciation of art is emphasized.

**Educational Administration.** This course is intended to acquaint students with the administration of education in the United States. It deals with the problems relating to the participation of the Federal Government in education; the organization and duties of state departments of education; the major activities of boards and superintendents in local school units.

**Educational Trends and Practices.** In this course the outstanding modern trends and practices in public education are emphasized. The course is for second and third year students.

**Elementary School Curriculum.** This course is designed for those interested in the theories and technique of curriculum construction, the application of theories to curriculum organization, and the use of scientific investigations in the selection and organization of materials.

**Geography.** The courses in geography are differentiated for teachers of primary, intermediate, and upper grades. Emphasis is placed upon the state course of study and the important facts and principles of geography are taught.

**Grammar.** This course is differentiated for teachers of the lower and upper grades. The purpose is to emphasize sentence mastery and the principles which underlie correct

speech. The correction of children's speech errors receives special attention and emphasis is placed upon the study of language in the grades.

**Health Education.** This elective course is given by the College nurse and is very practical. The students are acquainted with the most recent theories and practices in this important field.

**History—Recent American.** This course deals primarily with the political and economic development of the United States since 1865. Special emphasis is placed on the period from 1900 to the present time. Current periodicals are extensively used. This course is of special value to teachers of the upper grades.

**History—European 1815 to the present time.** This course deals with the growth of democracy, nationalism, and imperialism during the 19th century. Attention is given to the efforts before and since the World War to secure world peace. Current periodicals are extensively used.

**Economic History of the United States.** The purpose of this course is to trace the economic and industrial development of the United States from the colonial period to the present time. Special attention is given to such factors as the evolution of modern agriculture, the land policy of the federal government, immigration, the development of manufacturing, history of tariff legislation, the growth of the capital-labor controversy, and government regulation of industry. Elective.

**Hygiene and Sanitation.** This course emphasizes the fundamental principles of physiology, hygiene and sanitation. Demonstrations are given to develop habits of right living and to aid the student to teach this important subject in the grades.

**Industrial Arts I.** The purpose of this course is to meet certain needs of rural, primary, and intermediate grade teachers. Projects are worked out with sand tables, play houses, and dolls. Book binding, lettering, designing, drawing, and toy making are emphasized.

**Industrial Arts III.** This course deals with free-hand drawing as applied to everyday uses in the trades. The history of lettering is studied to show its relation to drawing. The simple laws which govern outline, shadows and color are worked out in problems that arise in school and the trades. The course covers a brief study of the fine and industrial arts as they apply to modern commercial life. The following furnish material for study and projects: architecture, music, the drama, painting, sculpture, and literature.

**Industrial Arts IV.** Shop management and vocational-guidance methods are given careful consideration during the first part of the term. A study of tools, machines, and processes used in cabinet making, pattern making, mould-

ing, casting, sheetmetal and electrical work that will apply best to community and school conditions are built into one, two, and three-year industrial courses.

**Industrial Arts V.** This course applies modern drafting room practices to junior and senior high-school courses in mechanical drawing. The student is taught to supplement word descriptions with adequate drawings and sketches. Students furnish their own supplies.

**Industrial Arts X. (Organization and Administration of Industrial Education).** Study of accepted methods of analysis and organization. Actual analysis of content by the student, and organization of courses for specific school situations in: study, shopwork, drawing, and combination courses.

**Industrial Arts XI. (Principles and Theory of Industrial Education).** Brief consideration of the development leading up to the present place of industrial arts in education. Study of the theory and principles underlying industrial work in the elementary school and junior high school. Final attention to relationships with similar work in advanced education and specialized training agencies.

**Junior High School Mathematics.** This course is offered for those who wish to teach in the upper grades or to specialize in the mathematics of the junior high school. Study is made of the mathematical content of courses in typical junior high schools and of the best methods of presentation.

**Literary Types.** This course includes the reading of essays, short stories, novels, and poetry. The purpose is to develop proper standards of appreciation of the best literary types.

**Literature for Children.** This course is differentiated for teachers of lower, intermediate, and upper grades. The purpose of the course is to familiarize the student with the best literature for children, and to teach proper discrimination in the selection of materials for presentation in the grades. Fables, fairy and folk stories, myths, legends, Bible stories, national hero tales, biography, history, travel, poetry, and fiction for children are emphasized.

**Lower Primary Education.** This is a special course for students who are preparing to teach in the kindergarten or in the first or second grades. A study is made of the characteristics of young children and special emphasis is placed upon play interests and the formation of proper habits. A brief survey is made of pre-school education and of the fundamental principles of kindergarten and primary practices. Opportunity is provided for supervised observation in the kindergarten of the training school.

**Music.** Courses in the teaching of public school music are offered for those who have had no previous training in this subject as well as for those who have had some train-

ing in music. The course includes sight reading, ear training, training in enunciation, tone placing and rhythm in connection with rote songs. Emphasis is also placed on the training and care of the child voice.

**Music Electives.** During the summer session certain elective courses in music will be offered for those who wish to specialize in this field. Details in regard to these courses may be obtained by applying to the head of the department of music.

**Penmanship.** Students in this course are instructed in the mechanics and pedagogy of muscular movement writing adapted to all school grades and in methods of supervision of penmanship adapted to city and rural schools.

An advanced course is also offered for those who wish to become supervisors of penmanship.

**Physiography.** In this elective course much emphasis is placed upon the laws which govern the formation of various types of physiographical form; a regional study of the United States, the reading of typographical maps, and a study of common rocks and minerals. A number of field trips are made during the session.

**Playground Methods.** This course includes the study of the play instinct; the nature and function of play; community social conditions; the playground movement and the practical conduct of playgrounds. Practice work including play and games and folk dancing is emphasized.

**Principles of Education.** Differentiated courses are offered in principles of Education I and Principles of Education II for students who expect to teach in lower, intermediate, or upper grades. In these courses the technique of teaching receives special emphasis. The student is acquainted with project teaching, problem solving, the socialized recitation, and lesson plans. The Minnesota course of study for the various grades receives special emphasis and the laws of learning as applied to the various school subjects are considered.

**Psychology I.** This is an introductory study of general psychology. Such topics as attention, habits, imagination, memory, thinking, acting and feeling, motives, and impulses are emphasized.

**Psychology II. (Educational Psychology).** In this course emphasis is placed on the study of individual differences, the psychology of learning, and original nature.

Many class experiments are conducted and numerous applications are made to problems which confront grade teachers.

**Psychology III. (Tests and Measurements).** The purpose of this course is to acquaint the student with the general field of tests and measurements and to develop a scientific interest and attitude toward the testing move-

ment. Attention is centered upon intelligence tests and tests in the various subjects of the elementary school.

**Preschool Child.** This course is designed to meet the needs of (1) those who desire a background of preschool education (2) those who are interested in the nursery-school movement (3) those who have the direct care of young children. Among the topics studied will be: food, clothing, sleep, habit training, emotional life, toys and games of the preschool child.

**Reading and Speech.** This is a differentiated course for students who wish to teach in rural schools or in lower, intermediate, or upper grades. The reading problems of the various grades receive special emphasis and the students are acquainted with the more approved techniques for the teaching of reading in the grades.

**Rural Methods and Administration.** This course includes present day problems in the organizing and conducting of rural schools. The purpose of the course is to develop in the student the proper attitude toward rural life conditions and problems and to prepare him to organize and to teach a rural school.

**School Management.** In this course educational science as applied to the management of the school is emphasized. The following topics receive special emphasis: The course of study, school discipline, age, progress tables, the daily program, attendance records and reports, school marks. The school laws of Minnesota are also emphasized.

**Sociology I.** In the course the following topics are emphasized: the nature of man, group life, social change, conflict and cooperations between colors, nations, and classes, methods of conflict, population and the family, child welfare, the industrial revolution, methods of social control, and social progress.

**Sociology II. (Educational Sociology).** This course is given in three divisions: (1) Principles of Educational Sociology, (2) Social Problems and Education, and (3) Social Welfare through a reorganized curriculum.

**Student Teaching.** The Riverview School, the elementary training school of the College, will be in session during the summer session. A limited amount of student teaching can be provided. To be considered for student teaching, it will be necessary for students to apply by letter to J. E. Talbot, Director of the Training School, not later than May 20. Applications will be filed in the order in which they are received until the limit is reached and assignments in student teaching will be given to those who are most nearly ready for graduation.

**Supervision of Instruction.** This is a course for students who wish to specialize in the supervision of elementary instruction. The student becomes acquainted with the best practices and techniques employed in educational systems.

**Courses of special interest to rural-school teachers and supervisors.**

Rural Supervision, Handwork for various grades, Rural Methods, Playground Methods, School Library Methods, Story Telling and Children's Literature, Primary, Intermediate, and Advanced Principles, Special Courses in Arithmetic, Geography, Grammar, History, Reading and Speech.

### **NATIONAL EDUCATION ASSOCIATION**

The annual meeting of the National Education Association will be held in Minneapolis during the week of July 1. The State Teachers College will hold no classes from June 29 to July 4, inclusive. This arrangement is made to enable those who wish to attend the most important sessions of this important educational gathering. Special railroad rates and chartered busses will provide economical transportation to Minneapolis.

### **Special Activities**

Provisions have been made for special programs of unusual interest and value including lectures, musicals, hikes and other forms of entertainment. Lecturers of national reputation will give addresses during the session and special music programs will be offered. There will be a number of social activities for the enjoyment of the students. The gymnasium, the tennis courts, the County Club golf course, the lakes and beautiful walks offer unusual opportunity for recreation. There are a number of places of special interest, such as the granite factories and stone quarries, the pulp and paper mill, the State Reformatory, and the United States Veteran's Hospital.

A special series of lectures in industrial arts by national leaders in that field has been arranged. Provision has also been made for an exhibit of equipment and books for industrial arts departments.

The Field Secretary of the National Congress of Parents and Teachers will be at the college for a time during the summer session.

A representative from Camp Fire headquarters will give instruction in the organization and conduct of Clubs for Camp Fire Girls.

### **Some Reasons Why You Should Attend The Summer Session at St. Cloud**

1. To secure additional training and thus be prepared to command a better position and a higher salary.
2. To prepare to teach in the rural or grade schools and thus render a real service and earn a good salary.
3. To become acquainted with the most recent and most approved theories and practices in education.

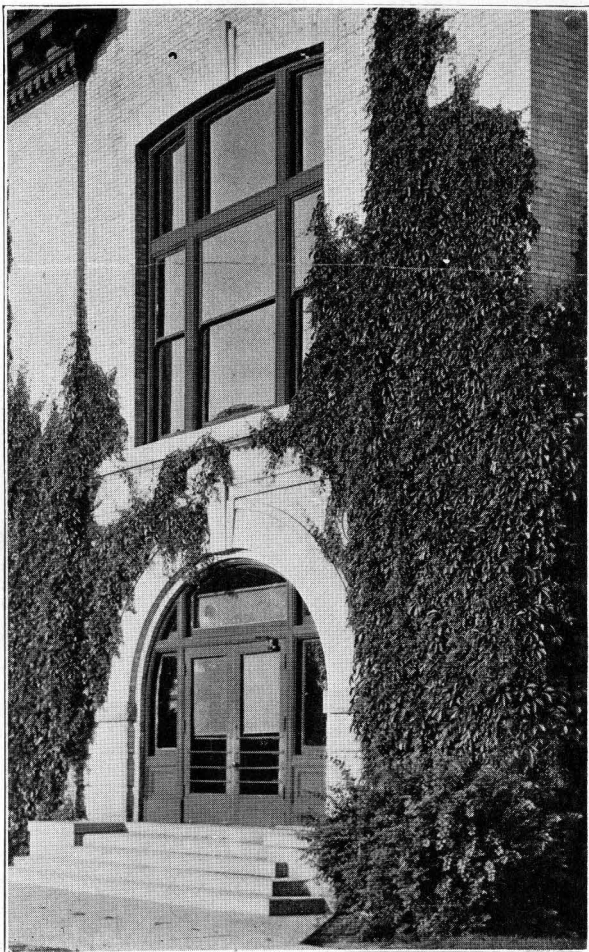


4. To earn credits which apply towards the two-year diploma and the degree.
5. To use a part of your summer vacation in a pleasant way that will yield returns.
6. To broaden your outlook and your experiences by association with hundreds of other capable young men and women.
7. Because the St. Cloud Teachers College has more than 6,000 alumni and is one of the largest and best known teacher-training institutions of the Northwest.
8. Because the demand for the graduates is large.
9. Because an unusually strong faculty offers the courses during the summer session.
10. Because adequate emphasis is placed on recreation.

Additional information regarding the college is to be found in the general catalog which will be sent upon request. For further information address,

GEO. A. SELKE, President,  
St. Cloud, Minnesota.





**Fall Quarter Will Open  
September 4th  
1928**